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IDENTIFIERS	Florida (Wakulla County); Tutor Training

ABSTRACT

This performance report begins with a comparison of actual accomplishments to the following objectives for fiscal year 1992: (1) at least ten adult students will receive a minimum of 30 hours of tutoring at a local educational center; (2) at least ten students employed in the seafood industry will complete at least 30 hours of tutoring and 15 hours of computer-based instruction at the educational center, in their homes, or at other community sites; (3) at least ten adult students unable to attend the educational center will be instructed in their homes or at other community sites; (4) at least ten inmates of a local correctional facility will receive a minimum of 30 hours of instruction in basic reading in collaborative small group settings; and (5) at least 20 adult learners and their tutors will log at least 20 hours per pair on literacy project computers. Proposed and actual expenditures are compared. Narrative sections describe tutor training, material selection, acquisition of computer hardware and software, and the role of the public library. The report concludes with acknowledgment of the contributions of several agencies and organizations and a list of facilities used. Quantitative data about the project and flyers listing high-interest low-vocabulary books are attached. (MES)

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ED 415 884

Wakulla County Public Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program

IR056854

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The wooden Wakulla County Courthouse, built in 1893 and used until 1949, still stands in Crawfordville, Florida.

WAKULLA COUNTY PUBLIC LIBRARY

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December 29, 1993

Executive Officer
Office of Educational Research
and Improvement
U. S. Department of Education
555 New Jersey Avenue, N. W., Room 602
Washington, D. C. 20202-5530

Attention: 84.167 Final Performance Report

RE: Wakulla County Public Library Grant No. R167A20038-92A

Enclosed please find the original and two copies of our FY 1992 Final Performance Report. This was an important year for our program as we attempted to improve and expand services after a brief lapse in funding. We look forward to an even better year next year with help provided by an additional staff person.

Please feel free to contact me if you have any questions.

Sincerely,

Douglas M. Jones

Doug Jones
Director

DJ/lg

Enc.: 3

PART I: GENERAL INFORMATION

RECIPIENT ORGANIZATION:	Wakulla County Public Library P. O. Box 1300 Crawfordville, FL 32326
REPORT PREPARED BY:	Lynda Gibson (904)926-7415
GRANT NUMBER:	R167A20038-92A
GRANT AMOUNT AWARDED:	$34,000.00
GRANT AMOUNT EXPENDED:	$33,704.00

PART III: NARRATIVE REPORT

1. The following is a comparison of project objectives to actual accomplishments for FY 1992:

Objective 1: By September 30, 1993, at least ten adult students will have received a minimum of 30 hours of tutoring in the Panacea Center and community.

Objective 2: By September 30, 1993, at least ten students employed in the seafood industry will have completed at least 30 hours of tutoring and 15 hours of computer-based instruction at the Panacea Storefront Center, in their homes or at other community sites.

Objective 3: By September 30, 1993, at least ten adult students

unable to attend the Panacea Storefront will be instructed in their homes or at other community sites by trained volunteer tutors.

Thirty-five adult students were enrolled in classes at the Panacea Center between October 1, 1992 and June 30, 1993. Eleven students completed over 30 hours of classroom instruction and/or tutoring at the Center; six students completed from 15 to 30 hours of instructional time. Six of these participants were employed in the seafood industry or had a family member employed in a seafood-related job. Three of the adults attending classes at the Panacea Center obtained a GED diploma during the project year. Even though these results fall somewhat short of project objectives for the Center, participation at this level can be considered a success for this particular community.

Nineteen additional students were tutored by LVA trained volunteers at other sites throughout Wakulla County.

Objective 4: By September 30, 1993, at least ten inmates of the Wakulla County Correctional Facility shall have received a

minimum of 30 hours of instruction in basic reading in collaborative small group settings.

Although tutoring services were offered to inmates at the Wakulla County Jail, only a few students took advantage of this assistance. Because the Wakulla County Jail only houses inmates on a short-term basis, it was difficult to match tutors and students and provide effective help before the student (inmate) was released or transferred to another facility.

Objective 5: By September 30, 1993, at least twenty adult learners and their tutors will have logged at least twenty hours per pair on literacy project computers at Panacea and Crawfordville.

Appropriate computer software was purchased for adult literacy students and was used successfully with student/tutor pairs in Panacea and Crawfordville. Ten students enrolled in the library literacy program worked with their tutors and logged a minimum of 20 hours on project computers. Responses received from tutors and students were very favorable, most tutors reporting that it was hard to get the student "off the computer" at the end of the tutoring session. Plans for next year's

program include increasing the number of computers and the selection of computer software available for use by students and tutors.

2. The following is a comparison between proposed and actual expenditures by budget category:

	PROPOSED	ACTUAL
Salary and Wages	4,022.00	4,022.00
Fringe Benefits	522.00	522.00
Travel	400.00	361.00
Supplies	5,829.00	5,733.00
Contractual Services	16,059.00	16,059.00
Library Materials	3,068.00	2,907.00
Other	4,100.00	4,100.00
TOTAL	34,000.00	33,704.00

Due to unforeseen circumstances, the Panacea Storefront Center was forced to close in June, 1993. A decision by the Wakulla County School Board at the end of its fiscal year stipulated that the Wakulla Educational Center terminate its involvement in the rental of the facility. Monies earmarked for the library's share of the rental of the Panacea Center for the months of July, August and September totaled $900. This money was utilized instead to provide basic furniture and lighting for an office space at the library to be used by the displaced Literacy Coordinator.

3. The library literacy program for FY 1992 began with volunteers and tutors getting reacquainted and meeting new staff at an awards dinner hosted at the Wakulla Adult Education Center. After a short lapse in funding, it was important to get everyone together and to assess what the program needed in order to better serve the county. A concerted effort was made to contact all community agencies, churches, business and civic groups that had cooperated with the literacy program in the past and to find new groups also interested in helping.

Two basic reading tutor training workshops were offered, one in September/October of 1992 and the other in April of 1993, utilizing approved Literacy Volunteer of America training methods and materials. Fourteen volunteers were trained; thirteen were matched with students in the program. One in-service workshop was held for tutors on January 27 and led by Peggy Durham of the Tallahassee Democrat. She showed a multitude of ways the newspaper can be used to get students excited about reading and to help them become more aware of events going on around them.

After looking at the collection of literacy materials available at the Wakulla County Public Library, an order was placed to fill in some of the gaps. High interest/low readability books were purchased from Contemporary Books, Fearon, High Noon Books, Steck-Vaughn and Literacy Volunteers of New York City. Classics such as "Call of the Wild", "Treasure Island", "The Red Badge of Courage", and "Hamlet" were purchased. Other topics selected were sports, science fiction, historically-based novels, and biographies of famous people. "New Beginnings in Reading", a basic reading series for new adult readers, was also purchased as a resource for tutors to use in their lessons with students.

Two computers were acquired with funding from this grant - a Macintosh LC 520 for use at the library and a Power Book 165c, a lap-top computer that will be utilized in outreach centers where computers are not otherwise available - and a laser printer. Appropriate computer software was also ordered to be used by literacy students at the library and in Panacea. The majority of software purchased was from Hartley Courseware, a company that offers adult education software and systems designed to help adults with special learning difficulties.

4. The Wakulla County Public Library played a key role in helping carry out project goals and objectives for FY 1992. The Library Director and the Literacy Coordinator worked together to plan and schedule literacy activities and workshops and, whenever possible, the Director attended meetings and welcomed tutors, volunteers, students and board members to special events. The library dedicated a larger space to house literacy materials and set up individual computer stations for literacy students to use with their tutors. Annex space was also arranged by the Director for a group of senior citizens to come to the library once a week to work on their reading skills with trained tutors.

5. The following list details the contributions of the many agencies and organizations that contributed their services to the literacy program:

Wakulla County Public Library - provided office and meeting/program space, phone, office machines and some supplies; Library Director assisted Literacy Coordinator with program planning, implementation and scheduling of literacy activities

Wakulla Educational Center and outreach sites - provided tutoring space, materials and use of computer stations and adult literacy

software; shared rental expenses; referred students to library literacy program and assisted in program planning whenever appropriate

Wakulla County Jail - served as advocate for educational programs for inmates at the Wakulla County facility and played a key role in planning for these programs; provided referrals and space for one-to-one and group tutoring

Crawfordville United Methodist Church - provided space for tutor training workshops and literacy activities; used church bulletin board to promote the literacy program and solicit volunteers

Senior Citizens' Center - provided space for tutoring and transportation for seniors that met for reading instruction at the library; recruited and referred students to the literacy program and participated in related activities

Wakulla Even Start - provided space for tutoring, materials and computer equipment and software to be utilized by literacy students; project VISTAs recruited and referred students to the library's literacy program; provided childcare for students being tutored during Wakulla Even Start project hours

Wakulla State Bank - provided services of Community Relations Officer to prepare promotional materials to be placed in bank; mailed bank

stuffers free of charge to promote literacy efforts

Friends of the Wakulla County Public Library - provided donations to promote literacy efforts; helped in fundraising activities for the literacy program

Leon County Public Library, Tallahassee, FL; Jefferson County Public Library, Monticello, FL; and Franklin County Public Library, Eastpoint, FL - provided referrals and information exchange

6. Facilities that were used for tutoring and other activities to carry out project goals and objectives include:

Wakulla County Public Library, Crawfordville, FL

Wakulla Educational Center, Crawfordville, FL

Panacea Educational Center, Panacea, FL

St. Marks Educational Center, St. Marks, FL

Wakulla County Jail, Crawfordville, FL

Senior Citizens' Center, Crawfordville, FL

Crawfordville United Methodist Church, Crawfordville, FL

Sopchoppy United Methodist Church, Sopchoppy, FL

Sopchoppy Elementary School Library, Sopchoppy, FL

7. Funds provided by the LSCA Title VI Library Literacy Program grant are a vital source of funding for the adult literacy program at the Wakulla County Public Library. Recent results from the U. S. Department of Education's National Adult Literacy Survey (NALS, 1993) coupled with the federal government's commitment to National Education Goal 5 (universal literacy in the U. S.) underscore the huge task that lies ahead for this program and others like it. The literacy program in Wakulla County is continually searching for additional funding sources, but competition is intense for available monies earmarked for literacy. Without Title VI funding, this project would not be able to reach out to remote sites in Wakulla County and give assistance to many of those who need our services the most.

Part II: Quantitative Data

Provide the following information about this project by filling in the blanks or putting a checkmark next to the answer that best describes your project. If any of the questions are not relevant to this project, write N/A.

1. What is the size of the community served by this project?

___ under 10,000
_X_ between 10,000 - 25,000
___ between 25,000 - 50,000
___ between 50,000 - 100,000
___ between 100,000-200,000
___ over 200,000

2. What type of project was this? (Check as many as applicable)

_X_ Recruitment
___ Retention
___ Space Renovation
___ Coalition Building
___ Public Awareness
_X_ Training
_X_ Rural Oriented
_X_ Basic Literacy
___ Other (describe)_____

_X_ Collection Development
_X_ Tutoring
_X_ Computer Assisted
___ Other Technology
___ Employment Oriented
___ Intergenerational/Family
___ English as a Second Language (ESL)

3. Did you target a particular population? (Check as many as applicable)

___ Homeless
___ Hearing Impaired
___ Visually Impaired
___ Learning Disabled
___ Mentally Disabled
___ Workforce/Workplace
_X_ Inmates of Correctional Institutions
_X_ Other (describe) Seafood Workers

___ Homebound
___ Seniors/Older Citizens
___ Migrant Workers
___ Indian Tribes
___ Intergenerational/Families
___ English as a Second Language

4. If this project involved tutoring, what tutoring method was used?

___ Laubach _X_ LVA ___ Michigan Method
___ Orton-Gillingham ___ Other (describe)

5. If this project involved tutoring, how was it provided? (check as many as applicable)

X one-on-one tutoring X small group instruction
X classroom instruction

6.(a) If this project involved tutoring, was the learning progress of the adult literacy students quantitatively measured? X yes ___ no

(If "yes", identify any tests, questionnaires, or standard methods used and summarize student results.) NOT ALL STUDENTS HAVE BEEN TESTED

Test of Adult Basic Education (TABE)
Reading Evaluation Adult Diagnosis (READ)

Results of TABE/READ: (# of students)

GRADE LEVEL -	3.5-4.5	5	above 5.5	5
	4.5-5.5	5	non-reader	1

6.(b) If this project involved tutoring, were qualitative outcomes of student progress documented? ___ yes X no

(If "yes", briefly describe how progress was determined and summarize student results. You may attach samples of any documents used to record observations or demonstrate outcomes.)

7. During the course of this project were any of the following items produced? If so, attach a copy to each copy of the report.

___ bibliography
___ curriculum guide
___ training manual
___ public relations audiovisual
___ training audiovisual
___ recruitment brochure
___ resource directory
___ evaluation report
___ survey
___ newsletter(s)
X other (describe) book list to entice students to read more hi-lo books (available on Bookmobile, at library and other outreach sites)

8. During the course of this project:

How many adult learners were served? (i.e., individuals who made use of the library's literacy project services in some way) 45
Of those served, how many received direct tutoring service? 40
How many hours of direct tutoring service did they receive? 874
How many new volunteer tutors were trained? 14
How many current volunteer tutors received additional training? 12
How many volunteer tutors (total) were involved? 36
How many non-tutor volunteers were recruited? 19
How many service hours were provided by non-tutors? 152
How many librarians were oriented to literacy methods, materials, and students? 1
How many trainers of tutors were trained? 1

Part III: Narrative Report

Provide a narrative report that includes the following information:

1. A comparison of actual accomplishments to the goals and objectives set forth in the approved application. Describe any major changes or revisions in the program with respect to approved activities, staffing, and budgeting, including unspent funds. Explain why established goals and objectives were not met, if applicable.

2. Provide a comparison between proposed and actual expenditures by budget category, i.e., personnel, travel, materials, etc.

3. Provide, as appropriate, specific details as to the activities undertaken -- e.g., if library materials were acquired, describe the kinds of materials purchased; if a needs assessment was conducted, describe the results of the assessment; if training was provided, describe the training and include the dates and topics; if services were contracted out, describe the contractor's activities.

4. Describe the role the library has played in the accomplishment of the goals and objectives set forth in the approved grant, including whether the library was involved in the project's implementation or as a resource and site only.

5. Provide names of agencies and organizations recruited to volunteer their services for the literacy program or that were involved in the coordination and planning of the literacy program. Describe the nature of their role.

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Mysterious Doubles: The Story of Twins
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Village of Vampires

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